

## DOCUMENT RESUME

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TITLE Identification of Actual Tasks Performed and Relative Amount of Time Spent on Tasks by Vocational-Technical Guidance Personnel.

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## ABSTRACT

A mail survey of vocational-technical counselors and guidance personnel in Texas was conducted to identify the tasks performed and amount of time spent in the performance of these tasks. A questionnaire was distributed to 40 occupational orientation teachers (with 87 percent responding) and 160 counselors and guidance personnel (with 92 percent responding). Eighty tasks were identified and divided into 11 sections: pupil appraisal, staff consulting, referral work, counseling, public relations, placement, planning and development of the guidance program, educational and occupational planning, counselor as a person, parent help, and local research. Data were analyzed according to the occupational orientation educators, vocational-technical counselors and guidance personnel, and a composite analysis of the two groups. Each task was analyzed in the following areas: rank by percent of respondents performing; cumulative sum of average time spent by all respondents; average percent time spent by all respondents; average percent time spent by respondents performing; and percent of respondents performing. The study concludes that the respondents could identify the tasks and the amount of time required by each task. The data produced offers useful information for developing curriculum for vocational-technical counselors and guidance personnel. A bibliography is included and the questionnaire appended. (EC)

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**IDENTIFICATION OF  
ACTUAL TASKS PERFORMED AND  
RELATIVE AMOUNT OF TIME  
SPENT ON TASKS BY  
VOCATIONAL-TECHNICAL  
GUIDANCE PERSONNEL**

EPD Consortium D

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IDENTIFICATION  
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BY VOCATIONAL-TECHNICAL GUIDANCE PERSONNEL

Submitted to

The Division of Occupational Research  
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## ABSTRACT

Presented in this report are the results of a study designed to first identify tasks typically performed by vocational-technical counselors and guidance personnel and secondly, to determine the relative amount of time spent performing these tasks. To accomplish this, a random sample of 200 vocational-technical counselors and guidance personnel was selected from the state of Texas. A mailed questionnaire was used to collect the data. Of the 200 in the survey sample, 183 (91 percent) returned the questionnaire. The format for the questionnaire was similar to that used by Christal (1) and Lovelace (3).

The questionnaire consisted of 80 tasks derived from a study of competencies conducted earlier by Jackson (4). The information collected in the study was analyzed by considering the data in three groupings: the occupational orientation sample: guidance personnel only; and then the two groups combined. This breakout of the information afforded a more complete analysis.

The results of the study consist of a validated set of tasks useful for curriculum decision making in any training program. Not only are the tasks ranked according to the number of occupational orientation and guidance personnel who perform the task, but relative percent of time spent performing the task is also given. Contrasts between the two groups are made and a composite presentation of the data are presented in the body of the report.

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## PREFACE

The study reported in this document represents the work of many people. One group that devoted many hours to the project was the tasks development committee which had the responsibility of writing tasks from the competencies identified in an earlier study by Jackson (4). Serving on this panel were: Dr. Harold Murphy, East Texas State University; Thomas A. Bass, Region V Education Service Center; Roy Lower, San Angelo Independent School District; Bill E. Lovelace, EPD Consortium D; and Dr. Leo Schreiner, Texas Education Agency.

The study would not have been possible without the cooperation of the vocational-technical counselors and guidance personnel who responded to the survey instrument. The project director and staff are very much indebted to this group.

Consultants for the project included Drs. E. V. Huffstutler, Professor of Educational Administration, and Earl McCallon, Associate Professor of Educational Research, North Texas State University. Special acknowledgments are due Mr. Wayne Milligan and Mrs. Kay Kienast, research assistants, for the project.



## INTRODUCTION

The research reported in this document grew out of a need to identify tasks actually performed by vocational-technical counselors and guidance personnel in Texas and to determine the relative amount of time spent performing each task. This information is very important for decision making where efforts toward the development or modification of curricula are undertaken.

The study revolved around two primary objectives. These were (1) to differentiate tasks and subtasks from competencies identified in an earlier study by Jackson (4); and (2) to determine the relative amount of time spent on each identified task.

To accomplish these objectives, specific procedures were developed to translate the competencies validated by the earlier study (mentioned above) into specific tasks. This was done by means of a panel of experts. Once this had been done, appropriate questionnaire methodology was employed to obtain data from a representative sample of vocational-technical counselors and guidance personnel in the state. The samples were drawn using a table of random numbers and consisted of 40 occupational orientation teachers and 160 counselors and guidance personnel in the state. The response rate was good. Of the 40 persons in the occupational orientation group, 35 (87 percent) returned the survey instrument. In the counselors and guidance group, 148 (92 percent) of the 160 persons surveyed returned the

questionnaire. This report presents the information supplied by these individuals.

A careful review of the literature revealed that curricula for counselor education programs are typically developed on the basis of (1) what counselors and counselor educators perceive that counselors should be able to do or know; (2) the relative importance of these perceptions; and (3) hypothesized roles of counselors with no distinction being made between tasks. Any curriculum developed to prepare individuals for an occupation should be based on an analysis of that occupation. A complete analysis of an occupation should include both an identification of actual tasks performed and knowledge required, and the relative amount of time spent on each task performed. It was with these considerations in mind that this study was undertaken.

## PLANNING AND MANAGEMENT CONSIDERATIONS

Work on the research project reported in this document was done during the July 1, 1974, through June 30, 1975, time period. Initial planning resulted in the identification of three major phases for the project. These phases represent natural divisions for a discussion of the planning and management procedures followed in the project.

### *Development of Tasks*

#### *Phase I (July 1, 1974 through October 31, 1974)*

During this period of time, the competencies identified by Jackson (4) were used to develop specific tasks. This was done by a five-member panel of experts. Included on this panel were: Dr. Harold Murphy, East Texas State University; Thomas A. Bass, Region V Education Service Center; Roy Lower, San Angelo Independent School District; Bill E. Lovelace, EPD Consortium D; and Dr. Leo Schreiner, Texas Education Agency.

The results of the work performed by this group is reflected in the questionnaire (See Appendix A) utilized in the survey. As a final validation procedure, each task contained in the questionnaire was required to have been identified as an appropriate task by at least four of the five members on the validation panel.

### *Development and Distribution of Survey Instruments*

#### *Phase II (November 1, 1974 through February 28, 1975)*

During this phase of the project, the survey instrument was constructed, pilot tested, and finalized. The samples of vocational-technical counselors and guidance personnel were drawn and the instruments printed and mailed. Construction procedures for the questionnaire were in accordance with the developmental work reported by Christal (1).

### *Collating and Analysis of Data*

#### *Phase III (March 1, 1975 through April 30, 1975)*

During this period of time, survey instruments were secured, coded, and prepared for computer analysis. Appropriate statistical programs were written and/or modified to perform the necessary analyses. These computer programs were then tested for accuracy. As a final step, the survey information was processed and the results placed into statistical summary tables.

### *Development of Final Report*

#### *Phase IV (May 1, 1975 through June 30, 1975)*

The final report for the project was written during this period. This involved a final interpretation of the survey data and the preparation of 100 copies of the report for the Division of Occupational Research and Development, Department of Occupational Education and Technology. In addition

to the final report, interim project reports were developed by the survey team in accordance with the requirements specified by the project director.

## INSTRUMENT DEVELOPMENT

The survey instrument used a format adapted from job inventory questionnaires utilized by the Department of Defense (1). The instructions were very simple and the method for responding convenient and easy (See Appendix A for a copy of the instrument). The respondents were first asked to check tasks they performed and then to go back and rate (using a 7-point scale) the estimated time spent on the task.

The instrument was comprised of 80 tasks (or subtasks). These tasks had been formulated by a panel of five experts in the field of vocational-technical counseling and guidance. This panel worked from a list of 320 validated competencies that had been identified in a study conducted by Jackson (4).

The tasks on the survey instrument were divided into 11 sections. These were: Pupil Appraisal; Staff Consulting; Referral Work; Counseling; Public Relations; Placement; Planning and Development of the Guidance Program; Educational and Occupational Planning; Counselor as a Person; Parent Help; and Local Research.

## DESCRIPTION OF SURVEY SAMPLE

The population for the study consisted of all vocational-technical counselors and guidance personnel in the state of Texas. Two district subpopulations were considered. These were occupational orientation as one group and other counselor/guidance personnel as the second group. A good response rate was obtained from both groups. Overall, from the 200 in the sample, 183 (91 percent) returned the questionnaire.

Several analyses were performed on the survey data to analyze characteristics of the respondents. Table 1 gives their ages by age categories. It can be noted that the average age of the respondents was approximately 45 years. Not reported in the table but also tabulated was the number of males or females. Of the respondents, 114 (62.3 percent) were males; 61 (33.3 percent) females; and 8 (4.3 percent) did not report their sex category.

Table 1

### FREQUENCY AND PERCENT OF VOCATIONAL COUNSELORS AND GUIDANCE PERSONNEL RESPONDING TO TASK SURVEY BY AGE CATEGORIES

| Categories (years) | Frequency | Percent |
|--------------------|-----------|---------|
| 25-29              | 12        | 6.56    |
| 30-34              | 16        | 8.74    |
| 35-39              | 21        | 11.48   |
| 40-44              | 35        | 19.13   |
| 45-49              | 30        | 16.39   |

Table 1 (Continued)

FREQUENCY AND PERCENT OF VOCATIONAL COUNSELORS  
AND GUIDANCE PERSONNEL RESPONDING TO TASK  
SURVEY BY AGE CATEGORIES

| Categories (years) | Frequency | Percent |
|--------------------|-----------|---------|
| 50-54              | 38        | 20.77   |
| 55-59              | 20        | 10.93   |
| 60-up              | 0         | 0.00    |
| Not Reporting      | 11        | 6.01    |

Table 2 groups respondents by the number of years in some phase of the education profession. The average respondent had slightly less than 14 years in the education profession. As vocational-technical counselor or guidance persons, most respondents were relatively inexperienced. Table 3 presents a breakdown by experience. It can be noted that approximately 67 percent of the respondents had five years or less as a vocational-technical counselor or guidance person.

Table 2

FREQUENCY AND PERCENT OF VOCATIONAL COUNSELORS  
AND GUIDANCE PERSONNEL RESPONDING TO TASK  
SURVEY BY NUMBER OF YEARS IN EDUCATIONAL  
PROFESSION

| Years | Frequency | Percent |
|-------|-----------|---------|
| 1-2   | 5         | 2.73    |
| 3-5   | 14        | 7.65    |
| 6-9   | 22        | 12.02   |



Table 2 (Continued)

FREQUENCY AND PERCENT OF VOCATIONAL COUNSELORS  
AND GUIDANCE PERSONNEL RESPONDING TO TASK  
SURVEY BY NUMBER OF YEARS IN EDUCATIONAL  
PROFESSION

| Years         | Frequency | Percent |
|---------------|-----------|---------|
| 10-14         | 60        | 32.79   |
| 15-19         | 35        | 19.13   |
| 20-29         | 39        | 21.31   |
| 30-up         | 6         | 3.28    |
| Not Reporting | 2         | 1.09    |

Table 3

FREQUENCY AND PERCENT OF VOCATIONAL COUNSELORS  
AND GUIDANCE PERSONNEL RESPONDING TO TASK  
SURVEY BY NUMBER OF YEARS AS A COUNSELOR  
OR GUIDANCE PERSON

| Years         | Frequency | Percent |
|---------------|-----------|---------|
| 1-2           | 53        | 28.96   |
| 3-5           | 70        | 38.25   |
| 6-9           | 36        | 19.67   |
| 10-14         | 16        | 8.74    |
| 15-19         | 0         | 0.00    |
| 20-up         | 3         | 1.64    |
| Not Reporting | 5         | 2.73    |

Table 4 presents a description of the respondents in terms of number of years in their present position. Approximately 50 percent had been in their present position two years or less and 90 percent in their present position five years or less.

Table 4

FREQUENCY AND PERCENT OF VOCATIONAL COUNSELORS AND  
GUIDANCE PERSONNEL RESPONDING TO TASK SURVEY  
BY NUMBER OF YEARS IN PRESENT POSITION

| Years         | Frequency | Percent |
|---------------|-----------|---------|
| 1-2           | 91        | 49.73   |
| 3-5           | 74        | 40.44   |
| 6-9           | 11        | 6.01    |
| 10-15         | 6         | 3.28    |
| 15-20         | 0         | 0.00    |
| 20-up         | 0         | 0.00    |
| Not Reporting | 1         | 0.55    |

Two questions on the survey instrument solicited information regarding the highest degree earned and whether the respondent had majored or minored in education on at least one degree.

Table 5 presents the information concerning the first question. Most respondents had a master's degree (86 percent). Thirteen percent (13 percent) had only a baccalaureate and one person had a doctorate. Most respondents (91 percent)

had either majored or minored in education on at least one degree. This information is presented in Table 6.

Table 5

FREQUENCY AND PERCENT OF VOCATIONAL COUNSELORS AND  
GUIDANCE PERSONNEL RESPONDING TO TASK SURVEY  
BY HIGHEST DEGREE EARNED

| Degree              | Frequency | Percent |
|---------------------|-----------|---------|
| Doctorate           | 1         | 0.55    |
| Masters             | 158       | 86.34   |
| Baccalaureate       | 24        | 13.11   |
| Associate           | 0         | 0.00    |
| High School Diploma | 0         | 0.00    |
| Other               | 0         | 0.00    |

Table 6

FREQUENCY AND PERCENT OF VOCATIONAL COUNSELORS AND  
GUIDANCE PERSONNEL RESPONDING TO TASK SURVEY  
BY MAJOR OR MINOR ON ANY DEGREE IN  
EDUCATION

| Response  | Frequency | Percent |
|-----------|-----------|---------|
| Yes       | 167       | 91.26   |
| No        | 13        | 7.10    |
| Not Given | 3         | 1.64    |

## PRESENTATION OF RESULTS

The data derived in the study were treated in three groupings. First, the data from the 35 occupational orientation educators were analyzed; then the vocational-technical counselors and guidance personnel group, which consisted of 148 respondents; and lastly, a composite analysis including both groups.

Each task, within each of the three groups, was analyzed separately. This analysis consisted of (1) determining the number of persons reporting they perform the task; (2) calculating percent of respondents reporting they perform the task (and the total group); (3) determining the average percent of time devoted to performing the task; (4) calculating the cumulative percentages across tasks; and (5) determining the relative rank of each task in terms of percent of respondents performing the task. This information is presented in the table for each group.

### Occupational Orientation

Table 7 presents the 80 tasks from the survey form ranked according to the percent of respondents performing the task. Several tasks were reported to be performed by more than 90 percent of the respondents. These were:

61. familiarize students with vocational programs available to them.
53. assist in development of the schools' goals and program.
63. help teachers and students relate course work to future life planning, including more orientation toward career planning.

21.

(\*Tied Ranks)

## Table 7

# Analysis of Tasks Performed by Occupational Orientation Teachers

(Continued)

| Task Number | Task  | Rank by percent of respondents performing | Cumulative sum of average percent time spent by all respondents | Average percent time spent by all respondents | Average percent time spent by respondents performing | Percent of respondents performing |
|-------------|---|---|---|---|--|-----------------------------------|
| 65.         | assist staff in understanding the relationship between career planning and curriculum planning.   | 85.86                                     | 2.78  | 2.50  | 21.34  | 6*                                |
| 72.         | become involved in all school activities.   | 82.84                                     | 3.79  | 3.03  | 24.37  | 8                                 |
| 33.         | provide students with information on effective techniques for finding a job.  | 80.00                                     | 3.75  | 3.00  | 27.37  | 9*                                |
| 35.         | convey to students those job candidate qualifications considered most important by employers.   | 80.00                                     | 3.70  | 2.96  | 30.33  | 9*                                |
| 49.         | assist students in making preparations for preemployment activities such as interviews, completing application blanks, resumes, and other related activities. | 77.14                                     | 1.77  | 2.87  | 33.20  | 11*                               |
| 10.         | design an assessment program for determining student knowledge of the "world of work."  | 77.14                                     | 3.24  | 2.60  | 35.80  | 11*                               |

(\*Tied Ranks)

# Analysis of Tasks Performed by Occupational Orientation Teachers

(Continued)

| Task Number | Task   | Rank by percent of respondents performing | Cumulative sum of average percent time spent by all respondents | Average percent time spent by all respondents | Average percent time spent by respondents performing | Percent of respondents performing |
|-------------|--|---|---|---|--|-----------------------------------|
| 68.         | develop a library of resources for career training.  | 77.14                                     | 3.20  | 2.56  | 38.36  | 11*                               |
| 22.         | establish rapport with students including the recognition of unspoken problems, empathetic listening, neutrality, and the establishment of an "open door" policy in counseling sessions. | 74.27                                     | 3.39  | 2.71  | 41.07  | 14*                               |
| 25.         | demonstrate knowledge of the cultural and ethnic groups served by his individual school.   | 74.27                                     | 3.30  | 2.61  | 43.68  | 14*                               |
| 64.         | interpret occupational trend data in ways which will make it have personal, meaningful value for parents and students.   | 74.27                                     | 2.91  | 2.33  | 46.01  | 14*                               |
| 13.         | help teachers in relating and applying classwork to vocational planning.   | 71.40                                     | 1.59  | 1.30  | 47.31  | 17*                               |

(\*Tied Ranks)





# Analysis of Tasks Performed by Occupational Orientation Teachers

(Continued)

| Task Number | Task   | Rank by percent of respondents performing | Average percent time spent by all respondents | Cumulative sum of average percent time spent by all respondents |
|-------------|--|---|---|---|
| 18.         | recognize emotional problems which require attention and referral to other sources.  | 62.84                                     | 1.87  | 1.31  |
| 2.          | select, administer, interpret, and evaluate tests of vocational aptitude.  | 62.84                                     | 1.20  | .84   |
| 39.         | use the factors which business and industry employers consider important for job candidates when counseling students about jobs. | 60.00                                     | 3.84  | 2.31  |
| 23.         | become nonjudgmental when faced with ideas differing from his own.   | 57.14                                     | 3.37  | 2.03  |
| 3.          | demonstrate knowledge of special needs of exceptional children.  | 54.27                                     | 2.39  | 1.44  |
| 20.         | familiarize students with local school policies and referral agency policies.  | 51.40                                     | 2.09  | 1.25  |

(\*Tied Ranks)

Table 7

# Analysis of Tasks Performed by Occupational Orientation Teachers

**(Continued)**

| Task Number | Task  | Rank by percent of respondents performing | Cumulative sum of average percent time spent by all respondents | Average percent time spent by all respondents | Average percent time spent by respondents performing | Percent of respondents performing |
|-------------|---|---|---|---|--|-----------------------------------|
| 27.         | inform students, parents, and the community of the range of guidance services available.                                      | 51.40                                     | 2.05  | 1.23  | 65.51  | 28*                               |
| 71.         | identify a list of professionals for referral of students who need counseling and guidance regarding their personal problems. | 51.40                                     | 2.01  | 1.21  | 67.72  | 28*                               |
| 37.         | assist students to make course selections on the basis of student attitudes and aptitudes.                                    | 57.14                                     | 2.84  | 1.42  | 69.14  | 31*                               |
| 67.         | provide leadership in planning integrated career education activities for the school instructional program.                   | 57.14                                     | 2.61  | 1.31  | 70.45  | 31*                               |
| 73.         | interpret student needs and strengths to parents in an understandable way.  | 54.27                                     | 2.51  | 1.26  | 71.71  | 33*                               |
| 36.         | establish working relationships with business and industry.   | 54.27                                     | 2.50  | 1.25  | 72.96  | 33*                               |

(\*Tied Ranks)

# Analysis of Tasks Performed by Occupational Orientation Teachers

(Continued)

| Task Number | Task  | Rank by percent of respondents performing | Cumulative sum of average percent time spent by all respondents | Average percent time spent by all respondents | Average percent time spent by respondents performing | Percent of respondents performing |
|-------------|---|---|---|---|--|-----------------------------------|
| 15.         | assist each staff member in solving the problems in their particular role.                                      | 54.27                                     | 2.41  | 1.20  | 74.16  | 33*                               |
| 44.         | plan, organize, implement, and evaluate a program for aiding students to learn job acquisition skills.          | 54.27                                     | 2.32  | 1.16  | 75.32  | 33*                               |
| 55.         | determine guidance priorities based on identified needs.  | 54.27                                     | 2.28  | 1.14  | 76.46  | 33*                               |
| 57.         | establish an evaluation system whereby students can make an accurate self-evaluation of their own capabilities. | 54.27                                     | 2.27  | 1.14  | 77.60  | 33*                               |
| 40.         | disseminate information about specialized training opportunities for handicapped students.                      | 54.27                                     | 2.27  | 1.14  | 78.74  | 33*                               |

(\*Tied Ranks)

# Analysis of Tasks Performed by Occupational Orientation Teachers

(Continued)

| Task Number | Task   | Rank by percent of respondents performing | Cumulative sum of average percent time spent by all respondents | Average percent time spent by all respondents | Average percent time spent by respondents performing | Percent of respondents performing |
|-------------|--|---|---|---|--|-----------------------------------|
| 29.         | develop a community attitude toward the school as a provider of skilled high school graduates.               | 54.27                                     | 2.27  | 1.14  | 79.88  | 33*                               |
| 26.         | interpret the guidance program to faculty, students, and parents and to act as liaison between these groups. | 51.40                                     | 1.92  | .96   | 80.84  | 41*                               |
| 19.         | develop a list of agencies available as referral agencies.   | 51.40                                     | 1.75  | .87   | 81.71  | 41*                               |
| 21.         | determine potential resources within the community.  | 48.54                                     | 3.51  | 1.41  | 83.12  | 43                                |
| 54.         | communicate the guidance program to the administration to insure its implementation.                         | 45.68                                     | 2.95  | 1.18  | 84.30  | 44                                |
| 28.         | communicate effectively with every segment of the population which he serves.                                | 42.84                                     | 2.91  | 1.17  | 85.47  | 45*                               |

(\*Tied Ranks)

# Analysis of Tasks Performed by Occupational Orientation Teachers

(Continued)

| Task Number | Task  | 42.84 | 2.39 | .96 | 86.43 | 45* |
|-------------|---|-------|------|-----|-------|-----|
| 58.         | set up and implement training programs for students in problem solving, establishing value systems, and decision making techniques. | 42.84 | 2.39 | .96 | 86.43 | 45* |
| 75.         | counsel with parents about students' interests and skills and if necessary, to redirect tactfully parent goals.                     | 42.84 | 1.83 | .73 | 87.16 | 45* |
| 32.         | assist in the appropriate placement of students.  | 40.00 | 2.88 | .86 | 88.02 | 48* |
| 16.         | help teachers understand the relationships between appraisal and instruction.   | 40.00 | 2.53 | .76 | 88.78 | 48* |
| 38.         | place transfer students, at all levels of education, for a positive educational experience.   | 40.00 | 2.52 | .76 | 89.54 | 48* |
| 69.         | compile an information file on the specific requirements of a variety of colleges in specific areas of study.                       | 37.14 | 2.37 | .71 | 90.25 | 51  |

(\*Tied Ranks)

Table 7  
Analysis of Tasks Performed by  
Occupational Orientation  
Teachers  
(Continued)

| Rank by percent of respondents performing .....                       |   |       |      |     |           |
|---|---|-------|------|-----|-----------|
| Cumulative sum of average percent time spent by all respondents ..... |   |       |      |     |           |
| Average percent time spent by all respondents .....                   |   |       |      |     |           |
| Average percent time spent by respondents performing .....            |   |       |      |     |           |
| Percent of respondents performing .....                               |   |       |      |     |           |
|   |   |       |      |     |           |
|   |   |       |      |     |           |
| Task<br>Number  | Task  |       |      |     |           |
| 14.   | aid in developing a curriculum which<br>will result in every student having a<br>salable skill.                     | 34.27 | 1.93 | .58 | 90.83 52* |
| 11.   | design a testing program which will produce<br>data requisite to curriculum planning.                               | 34.27 | 1.77 | .53 | 91.36 52* |
| 76.   | implement the concept of accountability<br>within the guidance program.   | 34.27 | 1.68 | .50 | 91.86 52* |
| 30.   | plan and evaluate a systematic network of<br>written communication explaining and<br>publicizing guidance services. | 34.27 | 1.42 | .43 | 92.29 52* |
| 7.  | conduct group test interpretation.  | 34.27 | 1.39 | .42 | 92.71 52* |
| 6.  | select, administer, interpret, and<br>evaluate a variety of vocational tests.                                       | 31.40 | .88  | .27 | 92.98 57  |
| 9.  | obtain information of students' home<br>environment.  | 28.54 | 3.19 | .64 | 93.62 58  |

(\*Tied Ranks)

# ~~Analysis of Tasks Performed by Occupational Orientation Teachers~~

(Continued)

| Task Number | Task   | Rank by percent of respondents performing | Cumulative sum of average percent time spent by all respondents | Average percent time spent by all respondents | Average percent time spent by respondents performing | Percent of respondents performing |
|-------------|--|---|---|---|--|-----------------------------------|
| 17.         | serve on and make a contribution to a "plan A" team.   | 25.68                                     | 2.92  | .58   | 94.20  | 59*                               |
| 80.         | conduct research for the purpose of improving the guidance program.  | 25.68                                     | 2.88  | .58   | 94.78  | 59*                               |
| 47.         | formulate and implement educational programs to inform all students concerned about the job placement program. | 25.68                                     | 2.62  | .53   | 95.31  | 59*                               |
| 48.         | provide placement counseling and related services for students.  | 22.84                                     | 2.46  | .49   | 95.80  | 62*                               |
| 45.         | implement a program for training students in job acquisition skills.   | 22.84                                     | 2.26  | .45   | 96.25  | 62*                               |
| 42.         | acquaint prospective employers with the types of students available for employment.                            | 20.00                                     | 1.99  | .40   | 96.65  | 64*                               |
| 51.         | interview potential school dropouts for placement purposes.  | 20.00                                     | 1.99  | .40   | 97.05  | 64*                               |

(\*Tied Ranks)

# Analysis of Tasks Performed by Occupational Orientation Teachers

(Continued)

| Task Number | Task   | Rank by percent of respondents performing | Cumulative sum of average percent time spent by all respondents | Average percent time spent by all respondents | Average percent time spent by respondents performing | Percent of respondents performing |
|-------------|--|---|---|---|--|-----------------------------------|
| 46.         | conduct surveys of local business or industrial concerns to determine job openings.  | 20.00                                     | 1.95  | .39   | 97.44  | 64*                               |
| 77.         | plan and conduct a needs assessment.   | 20.00                                     | 1.86  | .37   | 97.81  | 64*                               |
| 79.         | use surveys and research conducted by other agencies in the development of a survey of demographic characteristics.                          | 20.00                                     | 1.84  | .37   | 98.18  | 64*                               |
| 50.         | follow-up of student referrals to employers.   | 20.00                                     | 1.77  | .36   | 98.54  | 64*                               |
| 78.         | design and implement a follow-up evaluation system for students at periodic intervals after graduation with input from parents and students. | 20.00                                     | 1.56  | .31   | 98.85  | 64*                               |

(\*Tied Ranks)



Table 7



70. demonstrate a capacity for stable behavior even under very stressful conditions.

Conversely, four tasks were reported as not performed.

These were:

12. develop a testing program for identifying children with learning disabilities.
52. develop procedures for evaluation of the placement service.
56. develop a systematic procedure for joint counseling of parents and students with regard to educational and occupational placement.
59. design a system for the efficient retrieval of appraisal data.

The percent of time devoted to these tasks ranged from a high of 3.86 percent to a low of 0.0 percent. Overall, most tasks consumed between one and four percent of the respondents' time.

#### Counselors and Guidance Personnel

The second subsample analyzed was the counselors and guidance personnel group. This consisted of 148 respondents. The results are presented in Table 8. Tasks reported to be performed by at least 90 percent of the respondents included:

61. familiarize students with vocational programs available to them.
70. demonstrate a capacity for stable behavior even under very stressful conditions.
25. demonstrate knowledge of the cultural and ethnic groups served by his individual school.
62. familiarize students with individual school and state requirements for graduation.
22. establish rapport with students including the recognition of unspoken problems, empathetic listening, neutrality, and the establishment of an "open door" policy in counseling sessions.

19. develop a list of agencies available as referral agencies.
33. provide students with information on effective techniques for finding a job.
20. familiarize students with local school policies and referral agency policies.
24. counsel students on career development.
23. become nonjudgmental when faced with ideas differing from his own.
34. assist students in evaluating their own job qualifications.
63. help teachers and students relate course work to future life planning, including more orientation toward career planning.
35. convey to students those job candidate qualifications considered most important by employers.
65. assist staff in understanding the relationship between career planning and curriculum planning.
66. provide students with information about federal programs such as Manpower Development and National Youth Corps, available to young people.
39. use the factors which business and industry employers consider important for job candidates when counseling students about jobs.
74. communicate with parents of various cultural backgrounds.
73. interpret student needs and strengths to parents in an understandable way.

These tasks tended to individually consume between one and three percent of this group's time.

An examination of the data presented in Tables 7 and 8 indicates that, overall, the tasks on the survey instrument tended to be reported as performed by a larger percentage of counselors and guidance personnel.



# Analysis of Tasks Performed by Vocational Counselors

(Continued)

Rank by percent of respondents performing .....  
 Cumulative sum of average percent time spent by all respondents .....  
 Average percent time spent by all respondents .....  
 Average percent time spent by respondents performing .....  
 Percent of respondents performing .....  
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| Task<br>Number | Task  |      |      |      |       |    |
|----------------|---|------|------|------|-------|----|
| 19.            | develop a list of agencies available as referral agencies.  | 94.8 | 1.74 | 1.65 | 12.22 | 6* |
| 33.            | provide students with information on effective techniques for finding a job.  | 94.8 | 1.97 | 1.87 | 14.09 | 6* |
| 20.            | familiarize students with local school policies and referral agency policies.   | 94.2 | 1.77 | 1.66 | 15.75 | 8  |
| 24.            | counsel students on career development.   | 93.6 | 2.14 | 2.00 | 17.75 | 9  |
| 23.            | become nonjudgmental when faced with ideas differing from his own.  | 93.1 | 2.01 | 1.88 | 19.63 | 10 |
| 34.            | assist students in evaluating their own job qualifications.   | 92.5 | 1.98 | 1.83 | 21.46 | 11 |
| 63.            | help teachers and students relate course work to future life planning, including more orientation toward career planning. | 91.9 | 1.92 | 1.76 | 23.22 | 12 |

(\*Tied Ranks)

Table 8

Analysis of Tasks Performed by  
Vocational Counselors

(Continued)

Rank by percent of respondents performing .....  
 Cumulative sum of average percent time spent by all respondents .....  
 Average percent time spent by all respondents .....  
 Average percent time spent by respondents performing .....  
 Percent of respondents performing .....

| Task<br>Number | Task  |      |      |      |           |
|----------------|---|------|------|------|-----------|
| 35.            | convey to students those job candidate<br>qualifications considered most<br>important by employers.   | 91.3 | 1.98 | 1.81 | 25.03 13* |
| 65.            | assist staff in understanding the<br>relationship between career planning<br>and curriculum planning?   | 91.3 | 1.98 | 1.81 | 26.84 13* |
| 66.            | provide students with information<br>about federal programs such as<br>Manpower Development and National<br>Youth Corps, available to young people. | 91.3 | 1.84 | 1.68 | 28.52 13* |
| 39.            | use the factors which business and<br>industry employers consider important<br>for job candidates when counseling<br>students about jobs.           | 90.8 | 1.98 | 1.80 | 30.40 16* |
| 74.            | communicate with parents of various<br>cultural backgrounds.  | 90.8 | 1.86 | 1.69 | 32.09 16* |

(\*Tied Ranks)

Table 8

Analysis of Tasks Performed by  
Vocational Counselors

(Continued)

Rank by percent of respondents performing .....  
 Cumulative sum of average percent time spent by all respondents .....  
 Average percent time spent by all respondents .....  
 Average percent time spent by respondents performing .....  
 Percent of respondents performing .....  
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| Task<br>Number | Task  |      |      |      |       |     |
|----------------|---|------|------|------|-------|-----|
| 73.            | interpret student needs and strengths<br>to parents in an understandable way.   | 90.2 | 1.76 | 1.60 | 13.69 | 18  |
| 26.            | interpret the guidance program to<br>faculty, students, and parents and<br>to act as liaison between these<br>groups. | 89.0 | 1.80 | 1.60 | 35.29 | 19* |
| 53.            | assist in development of the schools'<br>goals and program.   | 89.0 | 1.98 | 1.76 | 37.05 | 19* |
| 27.            | inform students, parents, and the<br>community of the range of guidance<br>services available.                        | 87.9 | 1.64 | 1.44 | 38.49 | 21  |
| 21.            | determine potential resources<br>within the community.  | 87.3 | 1.81 | 1.58 | 40.07 | 22  |
| 68.            | develop a library of resources for<br>career training.  | 86.7 | 1.82 | 1.58 | 41.65 | 23  |

(\*Tied Ranks)



### Analysis of Tasks Performed by Vocational Counselors

(Continued)

| Task Number | Task  | Rank by percent of respondents performing | Cumulative sum of average percent time spent by all respondents | Average percent time spent by all respondents | Average percent time spent by respondents performing | Percent of respondents performing |
|-------------|---|---|---|---|--|-----------------------------------|
| 37.         | assist students to make course selections on the basis of student attitudes and aptitudes.  | 86.1                                      | 2.18  | 1.88  | 43.53  | 24*                               |
| 75.         | counsel with parents about students' interests and skills and if necessary, to redirect tactfully parent goals.   | 86.1                                      | 1.80  | 1.55  | 45.08  | 24*                               |
| 13.         | help teachers in relating and applying classwork to vocational planning.  | 85.5                                      | 1.63  | 1.40  | 46.48  | 26                                |
| 31.         | participate with all members of the various publics in educational related activities.  | 85.0                                      | 1.91  | 1.62  | 48.10  | 27*                               |
| 32.         | assist in the appropriate placement of students.  | 85.0                                      | 2.04  | 1.74  | 49.84  | 27*                               |
| 49.         | assist students in making preparations for preemployment activities such as interviews, completing application blanks, resumes, and other related activities. | 85.0                                      | 1.67  | 1.42  | 51.26  | 27*                               |

(\*Tied Ranks)

Table 8

Analysis of Tasks Performed by  
Vocational Counselors

(Continued)

Rank by percent of respondents performing .....  
 Cumulative sum of average percent time spent by all respondents .....  
 Average percent time spent by all respondents .....  
 Average percent time spent by respondents performing .....  
 Percent of respondents performing .....

| Task<br>Number | Task   |      |      |      |       |     |
|----------------|--|------|------|------|-------|-----|
| 36.            | establish working relationships with<br>business and industry.                                   | 84.4 | 1.84 | 1.55 | 52.81 | 30  |
| 18.            | recognize emotional problems which<br>require attention and referral to<br>other sources.        | 83.8 | 1.54 | 1.29 | 54.10 | 31  |
| 1.             | use appraisal data to enhance self-<br>awareness.  | 82.1 | 1.39 | 1.14 | 55.24 | 32* |
| 54.            | communicate the guidance program to<br>the administration to insure its<br>implementation.       | 82.1 | 1.83 | 1.50 | 56.74 | 32* |
| 76.            | implement the concept of accountability<br>within the guidance program.                          | 81.5 | 1.73 | 1.41 | 58.15 | 34  |
| 2.             | select, administer, interpret, and<br>evaluate tests of vocational aptitude.                     | 80.9 | 1.58 | 1.28 | 59.43 | 35* |
| 40.            | disseminate information about<br>specialized training opportunities for<br>handicapped students. | 80.9 | 1.57 | 1.27 | 60.70 | 35* |

(\*Tied Ranks)

### Analysis of Tasks Performed by Vocational Counselors

|   |    |
|---|----|
| Rank by percent of respondents performing .....                       | .. |
| Cumulative sum of average percent time spent by all respondents ..... | .. |
| Average percent time spent by all respondents .....                   | .. |
| Average percent time spent by respondents performing .....            | .. |
| Percent of respondents performing .....                               | .. |

| Task Number | Task   | 80.9 | 1.74 | 1.41 | 62.11 | 35* |
|-------------|--|------|------|------|-------|-----|
| 64.         | interpret occupational trend data in ways which will make it have personal, meaningful value for parents and students. | 80.9 | 1.74 | 1.41 | 62.11 | 35* |
| 72.         | become involved in all school activities.  | 80.3 | 1.88 | 1.51 | 63.62 | 38  |
| 55.         | determine guidance priorities based on identified needs.   | 79.8 | 1.64 | 1.31 | 64.93 | 39  |
| 29.         | develop a community attitude toward the school as a provider of skilled high school graduates.                         | 78.6 | 1.82 | 1.43 | 66.36 | 40  |
| 38.         | place transfer students, at all levels of education, for a positive educational experience.                            | 75.1 | 1.83 | 1.38 | 67.74 | 41  |
| 41.         | follow up all educational and occupational placement and to use the results in planning future placement activities.   | 74.6 | 1.56 | 1.66 | 69.40 | 42* |

(\*Tied Ranks)

## Analysis of Tasks Performed by Vocational Counselors

|   |       |
|---|-------|
| Rank by percent of respondents performing .....                       | ..... |
| Cumulative sum of average percent time spent by all respondents ..... | ..... |
| Average percent time spent by all respondents .....                   | ..... |
| Average percent time spent by respondents performing .....            | ..... |
| Percent of respondents performing .....                               | ..... |

| Task Number | Task   |      |      |      |           |
|-------------|--|------|------|------|-----------|
| 78.         | design and implement a follow-up evaluation system for students at periodic intervals after graduation with input from parents and students. | 74.6 | 1.70 | 1.27 | 70.67 42* |
| 15.         | assist each staff member in solving the problems in their particular role.   | 74.0 | 1.63 | 1.20 | 71.87 44  |
| 28.         | communicate effectively with every segment of the population which he serves.  | 72.8 | 1.74 | 1.27 | 73.14 45* |
| 69.         | compile an information file on the specific requirements of a variety of colleges in specific areas of study.                                | 72.8 | 1.70 | 1.24 | 74.38 45* |
| 42.         | acquaint prospective employers with the types of students available for employment.  | 72.3 | 1.48 | 1.07 | 75.45 47  |
| 3.          | demonstrate knowledge of special needs of exceptional children.  | 70.5 | 1.30 | .92  | 76.37 48  |

41

Table 8  
Analysis of Tasks Performed by  
Vocational Counselors

(Continued)

|   |  |  |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|--|--|
| Rank by percent of respondents performing .....                       |  |  |  |  |  |  |  |  |  |
| Cumulative sum of average percent time spent by all respondents ..... |  |  |  |  |  |  |  |  |  |
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| Average percent time spent by respondents performing .....            |  |  |  |  |  |  |  |  |  |
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Table 8  
Analysis of Tasks Performed by  
Vocational Counselors

(Continued)

| Task Number | Task  | Rank by percent of respondents performing | Cumulative sum of average percent time spent by all respondents | Average percent time spent by all respondents | Average percent time spent by respondents performing | Percent of respondents performing |
|-------------|---|---|---|---|--|-----------------------------------|
| 71.         | Identify a list of professionals for referral of students who need counseling and guidance regarding their personal problems. | 64.2                                      | 1.68  | 1.08  | 83.71  | 55                                |
| 9.          | Obtain information of students' home environment.   | 63.0                                      | 1.42  | .89   | 84.60  | 56                                |
| 51.         | Interview potential school dropouts for placement purposes.   | 60.7                                      | 1.43  | .87   | 85.47  | 57*                               |
| 80.         | Conduct research for the purpose of improving the guidance program.   | 60.7                                      | 1.46  | .89   | 86.36  | 57*                               |
| 47.         | Formulate and implement educational programs to inform all students concerned about the job placement program.                | 59.5                                      | 1.49  | .89   | 87.25  | 59                                |
| 50.         | Follow-up of student referrals to employers.  | 59.0                                      | 1.43  | .84   | 88.09  | 60                                |
| 4.          | Select, administer, interpret, and evaluate standardized tests of academic achievement.                                       | 57.8                                      | 1.31  | .76   | 88.85  | 61*                               |

(\*Tied Ranks)

### Analysis of Tasks Performed by Vocational Counselors

(Continued)

| Task Number | Task  | 57.8 | 1.41 | .82 | 89.67 | 61* |
|-------------|---|------|------|-----|-------|-----|
| 16.         | help teachers understand the relationships between appraisal and instruction.                                   | 57.8 | 1.41 | .82 | 89.67 | 61* |
| 77.         | plan and conduct a needs assessment.  | 57.8 | 1.44 | .83 | 90.50 | 61* |
| 48.         | provide placement counseling and related services for students.   | 57.2 | 1.64 | .94 | 91.44 | 64  |
| 46.         | conduct surveys of local business or industrial concerns to determine job openings.                             | 56.6 | 1.49 | .84 | 92.28 | 65  |
| 57.         | establish an evaluation system whereby students can make an accurate self-evaluation of their own capabilities. | 53.8 | 1.55 | .83 | 93.11 | 66  |
| 17.         | serve on and make a contribution to a "Plan A" team.  | 51.4 | 1.52 | .78 | 93.89 | 67* |
| 45.         | implement a program for training students in job acquisition skills.  | 51.4 | 1.45 | .75 | 94.64 | 67* |

(\*Tied Ranks)

**Table 8**  
**Analysis of Tasks Performed by**  
**Vocational Counselors**

(Continued)

| Task Number | Task  | 50.3 | 1.30 | .65 | 95.29 | 69* |
|-------------|---|------|------|-----|-------|-----|
| 5.          | <u>select</u> , administer, interpret, and <u>evaluate</u> tests of academic aptitudes.   | 50.3 | 1.30 | .65 | 95.29 | 69* |
| 79.         | use surveys and research conducted by other agencies in the development of a survey of demographic characteristics.                 | 50.3 | 1.51 | .76 | 96.05 | 69* |
| 10.         | design an assessment program for determining student knowledge of the "world of work."  | 47.4 | 1.43 | .58 | 96.73 | 71  |
| 56.         | develop a systematic procedure for joint counseling of parents and students with regard to educational and occupational placement.  | 46.8 | 1.37 | .64 | 97.37 | 72  |
| 58.         | set up and implement training programs for students in problem solving, establishing value systems, and decision making techniques. | 38.2 | 1.63 | .62 | 97.99 | 73  |
| 30.         | plan and evaluate a systematic network of written communication explaining and publicizing guidance services.                       | 37.6 | 1.30 | .49 | 98.48 | 74  |

(\*Tied Ranks)



## Analysis of Tasks Performed by Vocational Counselors

|   |   |
|---|---|
| Rank by percent of respondents performing .....                       | . |
| Cumulative sum of average percent time spent by all respondents ..... | . |
| Average percent time spent by all respondents .....                   | . |
| Average percent time spent by respondents performing .....            | . |
| Percent of respondents performing .....                               | . |

| Task Number | Task  |      |      |     |        |
|-------------|---|------|------|-----|--------|
| 52.         | develop procedures for evaluation of the placement service.   | 35.3 | 1.35 | .43 | 98.86  |
| 8.          | organize, implement, and evaluate the testing assessment system of the guidance program.  | 31.2 | 1.21 | .38 | 99.24  |
| 11.         | design a testing program which will produce data requisite to curriculum planning.  | 31.2 | 1.25 | .39 | 99.63  |
| 59.         | design a system for efficient retrieval of appraisal data.  | 27.7 | 1.29 | .35 | 99.99  |
| 12.         | develop a testing program for identifying children with learning disabilities.  | 22.0 | 1.21 | .27 | 100.00 |
| 60.         | appoint, organize, and coordinate an advisory committee to make the guidance program more relevant to the needs of the community. | 20.8 | 1.48 | .31 | 100.00 |

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### Total Group Results

The third analysis consisted of analyzing the responses from occupational orientation teachers, counselors, and guidance personnel as a single group. As would be expected, the results obtained were very similar to those reported for counselors and guidance personnel. This is due primarily to the similarity between the two groups and the differential weighting in favor of the counselors and guidance group (N=148 as opposed to N=35). However, the composite analysis was performed so that the data would be available for use. The results of this analysis is reported in Table 9.

The task most frequently reported as performed was:

61. familiarize students with vocational programs available to them.

Over 98 percent of the respondents indicated they performed this task. Others of the most frequently performed include:

70. demonstrate a capacity for stable behavior even under very stressful conditions.
25. demonstrate knowledge of the cultural and ethnic groups served by his individual school.
62. familiarize students with individual school and state requirements for graduation.

The task most frequently reported as not performed was:

60. appoint, organize, and coordinate an advisory committee to make the guidance program more relevant to the needs of the community.

Two other tasks were reported as not performed by less than 30 percent of the respondents. These were:

12. develop a testing program for identifying children with learning disabilities.
59. design a system for the efficient retrieval of appraisal data.



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## Table 9

## Analysis of Tasks Performed by Vocational Counselors and Guidance Personnel

(Continued)

| Task Number | Task   | Rank by percent of respondents performing | Cumulative sum of average percent time spent by all respondents | Average percent time spent by all respondents | Average percent time spent by respondents performing | Percent of respondents performing |
|-------------|--|---|---|---|--|-----------------------------------|
| 23.         | become nonjudgmental when faced with ideas differing from his own.   | 91.8                                      | 2.07  | 1.89  | 23.78  | 11*                               |
| 65.         | assist staff in understanding the relationship between career planning and curriculum planning.  | 91.3                                      | 2.02  | 1.84  | 25.62  | 13                                |
| 35.         | convey to students those job candidate qualifications considered most important by employers.  | 90.7                                      | 2.09  | 1.89  | 27.51  | 14                                |
| 66.         | provide students with information about federal programs such as Manpower Development and National Youth Corps, available to young people. | 90.2                                      | 1.86  | 1.67  | 29.18  | 15                                |
| 74.         | communicate with parents of various cultural backgrounds.  | 89.6                                      | 1.93  | 1.73  | 30.91  | 16                                |

(\*Tied Ranks)

Table 9

Analysis of Tasks Performed by  
Vocational Counselors and  
Guidance Personnel

(Continued)

|   |  |      |      |      |       |     |
|---|--|------|------|------|-------|-----|
| Rank by percent of respondents performing .....                       |  |      |      |      |       |     |
| Cumulative sum of average percent time spent by all respondents ..... |  |      |      |      |       |     |
| Average percent time spent by all respondents .....                   |  |      |      |      |       |     |
| Average percent time spent by respondents performing .....            |  |      |      |      |       |     |
| Percent of respondents performing .....                               |  |      |      |      |       |     |
| . . . . .   |  |      |      |      |       |     |
| . . . . .   |  |      |      |      |       |     |
| . . . . .   |  |      |      |      |       |     |
| Task<br>Number  | Task   |      |      |      |       |     |
| 39.   | use the factors which business and industry employers consider important for job candidates when counseling students about jobs. | 89.1 | 2.07 | 1.84 | 32.75 | 17* |
| 53.   | assist in development of the schools' goals and program.   | 89.1 | 2.09 | 1.86 | 34.61 | 17* |
| 73.   | interpret student needs and strengths to parents in an understandable way.   | 88.0 | 1.81 | 1.59 | 36.20 | 19  |
| 26.   | interpret the guidance program to faculty, students, and parents and to act as liaison between these groups.                     | 86.9 | 1.80 | 1.57 | 37.77 | 20  |
| 27.   | inform students, parents, and the community of the range of guidance services available.   | 86.3 | 1.67 | 1.45 | 39.22 | 21* |
| 68.   | develop a library of resources for career training.  | 86.3 | 1.89 | 1.63 | 40.85 | 21* |

(\*Tied Ranks)

## Analysis of Tasks Performed by Vocational Counselors and Guidance Personnel

**(Continued)**

| Task Number | Task  | Rank by percent of respondents performing | Cumulative sum of average percent time spent by all respondents | Average percent time spent by all respondents | Average percent time spent by respondents performing | Percent of respondents performing |
|-------------|---|---|---|---|--|-----------------------------------|
| 13.         | help teachers in relating and applying classroom to vocational planning.  | 85.2                                      | 1.63  | 1.39  | 42.24  | 23                                |
| 21.         | determine potential resources within the community.   | 84.7                                      | 1.87  | 1.58  | 43.82  | 24*                               |
| 49.         | assist students in making preparations for preemployment activities such as interviews, completing application blanks, resumes, and other related activities. | 84.7                                      | 1.78  | 1.51  | 45.33  | 24*                               |
| 31.         | participate with all members of the various publics in educational related activities.  | 84.2                                      | 1.93  | 1.62  | 46.95  | 26*                               |
| 37.         | assist students to make course selections on the basis of student attitudes and aptitudes.  | 84.2                                      | 2.23  | 1.87  | 48.82  | 26*                               |

(\*Tied Ranks)

## Table 9

## Analysis of Tasks Performed by Vocational Counselors and Guidance Personnel

(Continued)

| Task Number | Task  | Rank by percent of respondents performing | Cumulative sum of average percent time spent by all respondents | Average percent time spent by all respondents | Average percent time spent by respondents performing | Percent of respondents performing |
|-------------|---|---|---|---|--|-----------------------------------|
| 75.         | counsel with parents about students' interests and skills and if necessary, to redirect tactfully parent goals. | 83.6                                      | 1.81  | 1.51  | 50.33  | 28                                |
| 18.         | recognize emotional problems which require attention and referral to other sources.                             | 83.1                                      | 1.54  | 1.28  | 51.61  | 29                                |
| 36.         | establish working relationships with business and industry.   | 82.5                                      | 1.89  | 1.56  | 53.17  | 30                                |
| 1.          | use appraisal data to enhance self-awareness.   | 82.0                                      | 1.41  | 1.16  | 54.33  | 31*                               |
| 32.         | assist in the appropriate placement of students.  | 82.0                                      | 2.03  | 1.66  | 55.99  | 31*                               |

(\*Tied Ranks)



## Analysis of Tasks Performed by Vocational Counselors and Guidance Personnel

(Continued)

| Task Number | Task   | Rank by percent of respondents performing | Cumulative sum of average percent time spent by all respondents | Average percent time spent by all respondents | Average percent time spent by respondents performing | Percent of respondents performing |
|-------------|--|---|---|---|--|-----------------------------------|
| 64.         | Interpret occupational trend data in ways which will make it have personal, meaningful value for parents and students. | 80.9                                      | 1.79  | 1.45  | 57.44  | 33                                |
| 72.         | become involved in all school activities.  | 80.3                                      | 1.97  | 1.58  | 59.02  | 34*                               |
| 2.          | select, administer, interpret, and evaluate tests of vocational aptitude.  | 80.3                                      | 1.61  | 1.29  | 60.31  | 34*                               |
| 54.         | communicate the guidance program to the administration to insure its implementation.                                   | 79.8                                      | 1.84  | 1.47  | 61.78  | 36                                |
| 40.         | disseminate information about specialized training opportunities for handicapped students.                             | 79.2                                      | 1.58  | 1.26  | 63.04  | 37                                |
| 76.         | implement the concept of accountability within the guidance program.   | 78.7                                      | 1.71  | 1.35  | 64.39  | 38                                |

(\*Tied Ranks)

## Analysis of Tasks Performed by Vocational Counselors and Guidance Personnel

(Continued)

| Task Number | Task   | Rank by percent of respondents performing | Cumulative sum of average percent time spent by all respondents | Average percent time spent by all respondents | Average percent time spent by respondents performing | Percent of respondents performing |
|-------------|--|---|---|---|--|-----------------------------------|
| 55.         | determine guidance priorities based on identified needs.   | 78.1                                      | 1.65  | 1.29  | 65.68  | 39                                |
| 29.         | develop a community attitude toward the school as a provider of skilled high school graduates.   | 77.0                                      | 1.84  | 1.42  | 67.0   | 40                                |
| 15.         | assist each staff member in solving the problems in their particular role.   | 72.7                                      | 1.63  | 1.19  | 68.29  | 41*                               |
| 38.         | place transfer students, at all levels of education, for a positive educational experience.  | 72.7                                      | 1.87  | 1.36  | 69.65  | 41*                               |
| 78.         | design and implement a follow-up evaluation system for students at periodic intervals after graduation with input from parents and students. | 71.6                                      | 1.66  | 1.19  | 70.84  | 43                                |

(\*Tied Ranks)

Table 9  
Analysis of Tasks Performed by  
Vocational Counselors and  
Guidance Personnel

(Continued)

| Task Number | Task   | Rank by percent of respondents performing | Cumulative sum of average percent time spent by all respondents | Average percent time spent by all respondents | Average percent time spent by respondents performing | Percent of respondents performing | Rank by percent of respondents performing |
|-------------|--|---|---|---|--|-----------------------------------|---|
| 28.         | communicate effectively with every segment of the population which he serves.  | 71.0                                      | 1.77  | 1.26  | 72.10  | 44*                               |   |
| 41.         | follow up all educational and occupational placement and to use the results in planning future placement activities. | 71.0                                      | 1.57  | 1.12  | 73.22  | 44*                               |   |
| 69.         | compile an information file on the specific requirements of a variety of colleges in specific areas of study.        | 70.5                                      | 1.71  | 1.21  | 74.43  | 46                                |   |
| 3.          | demonstrate knowledge of special needs of exceptional children.  | 69.9                                      | 1.36  | 0.95  | 75.38  | 47                                |   |
| 42.         | acquaint prospective employers with the types of students available for employment.                                  | 69.4                                      | 1.47  | 1.02  | 76.40  | 48                                |   |

(\*Tied Ranks)

## Analysis of Tasks Performed by Vocational Counselors and Guidance Personnel

(Continued)

| Task<br>Number | Task  | 64.5 | 1.45 | 0.94 | 77.34 | 49* |
|----------------|---|------|------|------|-------|-----|
| 7.             | conduct group test interpretation.  | 64.5 | 1.45 | 0.94 | 77.34 | 49* |
| 44.            | plan, organize, implement, and evaluate a program for aiding students to learn job acquisition skills.                        | 64.5 | 1.78 | 1.15 | 78.49 | 49* |
| 67.            | provide leadership in planning integrated career education activities for the school instructional program.                   | 64.5 | 1.83 | 1.18 | 79.67 | 49* |
| 71.            | identify a list of professionals for referral of students who need counseling and guidance regarding their personal problems. | 63.9 | 1.66 | 1.06 | 80.73 | 52  |
| 14.            | aid in developing a curriculum which will result in every student having a salable skill.                                     | 63.4 | 1.55 | 0.98 | 81.71 | 53  |
| 6.             | select, administer, interpret, and evaluate a variety of vocational tests.  | 62.8 | 1.41 | 0.89 | 82.60 | 54  |

(\*Tied Ranks)

## Analysis of Tasks Performed by Vocational Counselors and Guidance Personnel

(Continued)

| Task Number | Task   | 62.3 | 1.60 | 0.99 | 83.59 | 55  |
|-------------|--|------|------|------|-------|-----|
| 43.         | establish a good working relationship with college admission officers.   | 60.7 | 1.46 | 0.88 | 84.47 | 56  |
| 9.          | obtain information of students' home environment.  | 58.5 | 1.41 | 0.83 | 85.30 | 57* |
| 51.         | interview potential school dropouts for placement purposes.  | 58.5 | 1.49 | 0.87 | 86.17 | 57* |
| 80.         | conduct research for the purpose of improving the guidance program.  |      |      |      |       |     |
| 47.         | formulate and implement educational programs to inform all students concerned about the job placement program. | 57.4 | 1.49 | 0.86 | 87.03 | 59  |
| 50.         | follow-up of student referrals to employers.   | 56.8 | 1.39 | 0.79 | 87.82 | 60  |

(\*Tied Ranks)

—

# Analysis of Tasks Performed by Vocational Counselors and Guidance Personnel

(Continued)

| Task Number | Task  | Rank by percent of respondents performing | Cumulative sum of average percent time spent by all respondents | Average percent time spent by all respondents | Average percent time spent by respondents performing | Percent of respondents performing |
|-------------|---|---|---|---|--|-----------------------------------|
| 16.         | help teachers understand the relationships between appraisal and instruction.                                   | 56.3                                      | 1.41  | 0.79  | 88.61  | 61                                |
| 77.         | plan and conduct a needs assessment.  | 55.7                                      | 1.47  | 0.81  | 89.42  | 62                                |
| 4.          | select, administer, interpret, and evaluate standardized tests of academic achievement.                         | 55.2                                      | 1.31  | 0.72  | 90.14  | 63*                               |
| 48.         | provide placement counseling and related services for students.   | 55.2                                      | 1.60  | 0.88  | 91.02  | 63*                               |
| 46.         | conduct surveys of local business or industrial concerns to determine job openings.                             | 54.6                                      | 1.47  | 0.81  | 91.83  | 65                                |
| 57.         | establish an evaluation system whereby students can make an accurate self-evaluation of their own capabilities. | 53.6                                      | 1.55  | 0.83  | 92.66  | 66                                |

(\*Tied Ranks)



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## 63

(Continued)

| Task Number | Task  | Rank by percent of respondents performing | Cumulative sum of average percent time spent by all respondents | Average percent time spent by all respondents | Average percent time spent by respondents performing | Percent of respondents performing |
|-------------|---|---|---|---|--|-----------------------------------|
| 17.         | serve on and make a contribution to a "Plan A" team.  | 49.7                                      | 1.53  | 0.76  | 93.42  | 67*                               |
| 45.         | implement a program for training students in job acquisition skills.  | 49.7                                      | 1.47  | 0.73  | 94.15  | 67*                               |
| 10.         | design an assessment program for determining student knowledge of the "world of work."                              | 49.2                                      | 1.57  | 0.77  | 94.92  | 69                                |
| 79.         | use surveys and research conducted by other agencies in the development of a survey of demographic characteristics. | 48.6                                      | 1.49  | 0.72  | 95.64  | 70                                |
| 5.          | select, administer, interpret, and evaluate tests of academic aptitudes.  | 48.1                                      | 1.30  | 0.62  | 96.26  | 71                                |

60

## Analysis of Tasks Performed by Vocational Counselors and Guidance Personnel

**(Continued)**

[illegible]



Table 9

Analysis of Tasks Performed by  
Vocational Counselors and  
Guidance Personnel

(Continued)

| Task<br>Number | Task  |   |       |       |        |       |       |       |       |
|----------------|---|---|-------|-------|--------|-------|-------|-------|-------|
|                |   | Rank by percent of respondents performing                       | ..... | ..... | .....  | ..... | ..... | ..... | ..... |
|                |   | Cumulative sum of average percent time spent by all respondents | ..... | ..... | .....  | ..... | ..... | ..... | ..... |
|                |   | Average percent time spent by all respondents                   | ..... | ..... | .....  | ..... | ..... | ..... | ..... |
|                |   | Average percent time spent by respondents performing            | ..... | ..... | .....  | ..... | ..... | ..... | ..... |
|                |   | Percent of respondents performing                               | ..... | ..... | .....  | ..... | ..... | ..... | ..... |
|                |   |   | .     | .     | .      | .     | .     | .     | .     |
|                |   |   | .     | .     | .      | .     | .     | .     | .     |
| 8.             | organize, implement, and evaluate the testing assessment system of the guidance program.  | 30.1  | 1.22  | 0.37  | 99.17  | 77    |       |       |       |
| 59.            | design a system for the efficient retrieval of appraisal data.  | 26.2  | 1.24  | 0.32  | 99.49  | 78    |       |       |       |
| 60.            | appoint, organize, and coordinate an advisory committee to make the guidance program more relevant to the needs of the community. | 20.2  | 1.50  | 0.30  | 99.79  | 79    |       |       |       |
| 12.            | develop a testing program for identifying children with learning disabilities.  | 20.8  | 1.14  | 0.24  | 100.00 | 80    |       |       |       |

As might be expected, the tasks most frequently reported as performed tended to consume the greatest amount of the respondents' time. The 13 most often indicated as performed accounted for more than 25 percent of the respondents' time. Looking across tasks it can be noted that for those tasks where more than 50 percent of the respondents reported they performed the task, the respondents spent upward of 90 percent of their time performing these tasks. These data hold tremendous implications for curriculum development or refinement.

## SUMMARY AND CONCLUSIONS

This study reports the results of a study of 80 tasks performed by occupational orientation and counselor/guidance personnel in the state of Texas. The results were obtained from 183 persons who constituted a random sample of such personnel in the state. Thirty-five of the respondents were occupational orientation personnel while 148 were counselors or guidance professionals. Overall, 91 percent of the persons in the sample returned the survey instrument.

Each task on the questionnaire was evaluated in terms of (1) the extent to which it is performed by vocational-technical teachers and (2) the percent of time devoted to the task. Tasks were derived from a set of competencies which had been validated in an earlier study by Jackson (4). Information was collected by means of a mailed questionnaire.

The data were analyzed in two ways. First, each of the two major groups (occupational orientation and counselor/guidance personnel) were analyzed separately and secondly, a composite analysis across the two groups was performed.

The results indicated that respondents were able to differentiate adequately between tasks performed and not performed and that the respondents were able to indicate the relative amount of time spent performing these tasks. This further validates the use of this approach by Christal (1) and Lovelace (3).

Overall, this study should provide valuable base line data

from which curriculum decisions can be made. In this manner, more effective curricula can be developed and present curricula modified in order to improve effectiveness in the professional development of vocational-technical counselors and guidance personnel.

In conclusion, it is recommended that the professional preparation of vocational-technical counselors and guidance personnel be revised using similar occupational analysis procedures based on professional tasks performed by practicing vocational-technical counselors and guidance personnel. Furthermore, a study needs to be made to determine the complexity and criticality of each of the 80 tasks studied. Finally, it is recommended that such programs be developed jointly by several universities utilizing the tasks identified by the study. A strong pre- and postassessment model will be essential for any competency-based program and should be an integral part of the validation procedure.

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2. \_\_\_\_\_, Stability of Consolidated Job Descriptions Based on Task Inventory Survey Information. Texas, Brooks Air Force Base, 1971.
3. Lovelace, Bill E., A Comparison of Perceived and Actual Tasks Performed by Selected Vocational-Technical Teachers in Texas Public Community Colleges, Unpublished Doctoral Dissertation, East Texas State University, 1975.
4. Jackson, Frank, The Identification and Validation of Competencies Requisite to Effective Functioning of Secondary Counselors, Vocational Counselors, Elementary Counselors, Special Education Counselors, and Other Guidance Personnel. Texas: Texas Education Agency, 1974.

APPENDIX A

RESEARCH QUESTIONNAIRE

# Texas Education Agency



- STATE BOARD OF EDUCATION
- STATE COMMISSIONER OF EDUCATION
- STATE DEPARTMENT OF EDUCATION

201 East Eleventh Street  
Austin, Texas  
78701

February 28, 1975

Dear Fellow Educator:

EPD Consortium D is conducting a Teacher Competency Research Project under the auspices of the Department of Occupational Education and Technology, Texas Education Agency. Part of the statewide study is designed to produce usable data and information concerning competencies which are both common and unique to all vocational-technical personnel in public schools.

I am confident that all educators recognize the need for this kind of information in the context of competency-based teacher education. It is hoped that you will help in this effort by encouraging completion of the questionnaires being sent to vocational-technical personnel in your school.

Your assistance in this study will be appreciated.

Sincerely,

A handwritten signature in cursive script, appearing to read "John R. Guemple".

John R. Guemple  
Associate Commissioner for  
Occupational Education and Technology

JRG:al

RETURN BY MARCH 21, 1975

"An Equal Opportunity Employer"

# A SURVEY OF TASKS PERFORMED BY VOCATIONAL COUNSELORS AND GUIDANCE PERSONNEL

Dear Fellow Educator:

The Division of Occupational Education and Development, Texas Education Agency, is sponsoring a study of tasks performed by vocational counselors and guidance personnel. The results of the study will be used to assist the program planners in developing speciality descriptions for teaching fields, developing college courses, and implementing inservice activities. Your contribution will be an asset to program development in the area of vocational-technical education. Your assistance is greatly appreciated.



Dr. Billy N. Pope  
Coordinator, EPD Consortium D

RETURN BY MARCH 21, 1975

## GENERAL INSTRUCTIONS

1. Your assistance in completing this survey is very important. Your answers and the answers of other counselors and guidance personnel completing this Job Inventory may be used to:
  - a. Write speciality descriptions for your counselors and guidance personnel.
  - b. Develop speciality training standards and college courses for your counselors and guidance personnel.
  - c. Development of inservice activities for upgrading in your guidance and counseling field.
2. This Job Inventory is in two sections:
  - a. A Background Information section, where you give information about yourself, and
  - b. A Task List section, where you give information about your current counseling and/or guidance assignment.
3. In providing the information requested, it is important to follow the procedures given.

## INSTRUCTIONS FOR BACKGROUND INFORMATION SECTION

Complete each item in the Background Information section.



# BACKGROUND INFORMATION

| OFFICE USE ONLY   |  |  |  |  |   |  |  |  |  |         |  |  |  |  |
|---|--|--|--|--|---|--|--|--|--|---------|--|--|--|--|
| <div style="border: 1px solid black; width: 100px; height: 15px; margin-bottom: 2px;"></div> <div style="border: 1px solid black; width: 100px; height: 15px; margin-bottom: 2px;"></div> <div style="border: 1px solid black; width: 100px; height: 15px; margin-bottom: 2px;"></div> <div style="border: 1px solid black; width: 100px; height: 15px; margin-bottom: 2px;"></div> <div style="border: 1px solid black; width: 100px; height: 15px; margin-bottom: 2px;"></div>  |  |  |  |  | <div style="border: 1px solid black; width: 20px; height: 20px; margin-bottom: 2px;"></div> |  |  |  |  | (1-5)   |  |  |  |  |
| <div style="border: 1px solid black; width: 200px; height: 15px; margin-bottom: 2px;"></div> <div style="border: 1px solid black; width: 200px; height: 15px; margin-bottom: 2px;"></div> <div style="border: 1px solid black; width: 200px; height: 15px; margin-bottom: 2px;"></div> <div style="border: 1px solid black; width: 200px; height: 15px; margin-bottom: 2px;"></div> <div style="border: 1px solid black; width: 200px; height: 15px; margin-bottom: 2px;"></div> <div style="border: 1px solid black; width: 200px; height: 15px; margin-bottom: 2px;"></div> |  |  |  |  |   |  |  |  |  | (6-11)  |  |  |  |  |
| <div style="border: 1px solid black; width: 180px; height: 15px; margin-bottom: 2px;"></div> <div style="border: 1px solid black; width: 180px; height: 15px; margin-bottom: 2px;"></div> <div style="border: 1px solid black; width: 180px; height: 15px; margin-bottom: 2px;"></div> <div style="border: 1px solid black; width: 180px; height: 15px; margin-bottom: 2px;"></div> <div style="border: 1px solid black; width: 180px; height: 15px; margin-bottom: 2px;"></div>  |  |  |  |  |   |  |  |  |  | (12-16) |  |  |  |  |

(Please Print)

Name \_\_\_\_\_  
(Last) (First) (M.I.)

School District \_\_\_\_\_

County \_\_\_\_\_

Sex: M \_\_\_\_\_ F \_\_\_\_\_ (17)

Age: \_\_\_\_\_ (18-19)

Number of years as a Counselor and/or Guidance Person  (20-21)

Number of years in present position  (22-23)

Total number of years in Education Profession  (24-25)

What is the highest degree that you have earned?

(26)

1 \_\_\_\_\_ Doctorate

2 \_\_\_\_\_ Masters

3 \_\_\_\_\_ Baccalaureate

4 \_\_\_\_\_ Associate

5 \_\_\_\_\_ High School Diploma

6 \_\_\_\_\_ Other \_\_\_\_\_

Was your major or minor on any degree in education?

(27)

1 \_\_\_\_\_ Yes

2 \_\_\_\_\_ No

(28-32)  
(Do Not Mark)

READ THIS PAGE BEFORE GOING FURTHER

Have you completed the Background Information section? Make sure, before you continue with this procedure.

PROCEDURE A. CHECKING TASKS OF PRESENT  
COUNSELING AND/OR GUIDANCE ASSIGNMENT

1. As you read each task in the Task section, pages 5 through 10, place a check beside each task that you perform in your present assignment. Put your checkmark in the column headed "Check If Done Now." When you have reached page 10, return to page 5.
2. DO NOT COMPLETE THE RIGHT-HAND COLUMN AT THIS TIME.
3. If a task that you perform is not listed anywhere in the entire list, write it on the last page of the booklet.
4. Do not confuse work you do yourself with work you supervise.
5. Remember, at this time you are to complete only the column headed "Check If Done Now" for pages 5 through 10. Now, turn to page 5 and BEGIN.

PROCEDURE B. RATING TIME SPENT ON TASKS ON PRESENT ASSIGNMENT

1. Have you checked each task that you perform in your present assignment? Make sure, before you continue with this procedure.
2. Now you are to rate the relative amount of time you spend performing each task in your present assignment. Relative time spent means the total time you spend doing the task compared with the time you spend on each of the other tasks of your present assignment during the year.
3. Use a rating of "1" if you spend "very much below average" amount of time on a task. Use a rating of "2" for "below average" time; and so on, up to a rating of "7" if you spend "very much above average" amount of time on the task.
4. Remember, you are to rate only tasks that you have already checked in the first column of pages 5 through 10.
5. Place your rating, according to the seven-point scale, in the right-hand column, headed "Estimated time spent on competencies in your assignment this year."
6. When you have completed all your ratings in the right-hand column of pages 5 through 10, you will have completed this Job Inventory, and you may return it in the enclosed self-addressed, stamped envelope to:

Dr. Billy N. Pope  
P. O. Box 1300  
Richardson, TX 75080

Secondary Vocational-Technical Counselor and/or Guidance Personnel  
Competency List

Page 1 of 6

| The task (competency) you perform now (✓)  | Check | Estimated time spent on competencies in your assignment this year. |
|--|-------|--|
| In the "Time Spent" column, rate only those competencies you have checked (✓) in your present assignment.              | ✓     | 1. Very much below average   |
| 1. Check (✓) only those competencies which you perform in your present assignment.                                     | IF    | 2. Below average   |
| 2. Do not rate any competencies until you have checked (✓) each competency that you perform.                           | DONE  | 3. Slightly below average  |
| 3. Use numbers "1" through "7" to indicate the amount of time you spent on each competency which you have checked. (✓) | NOW   | 4. Average   |
|  |       | 5. Slightly above average  |
|  |       | 6. Above average   |
|  |       | 7. Very much above average   |

NOTE: If any task you perform is not listed, write it on the blank page at the end of the booklet.

PUPIL APPRAISAL

- |   |       |            |
|---|-------|------------|
| 1. use appraisal data to enhance student self-awareness.                                    | _____ | _____ (33) |
| 2. select, administer, interpret, and evaluate tests of vocational aptitude.                | _____ | _____ (34) |
| 3. recognize special needs of certain groups of exceptional children.                       | _____ | _____ (35) |
| 4. select, administer, interpret, and evaluate standardized tests of academic achievement.  | _____ | _____ (36) |
| 5. <u>select</u> , administer, interpret, and <u>evaluate</u> tests of academic aptitudes.  | _____ | _____ (37) |
| 6. select, administer, interpret, and evaluate a variety of vocational tests.               | _____ | _____ (38) |
| 7. conduct group test interpretation.   | _____ | _____ (39) |
| 8. organize, implement, and evaluate the testing assessment system of the guidance program. | _____ | _____ (40) |
| 9. develop the skills necessary to obtain knowledge of students home environment.           | _____ | _____ (41) |
| 10. design an assessment program for determining student knowledge of the "world of work."  | _____ | _____ (42) |
| 11. design a testing program which will produce data requisite to curriculum planning.      | _____ | _____ (43) |
| 12. develop a testing program for identifying children with learning disabilities.          | _____ | _____ (44) |

STAFF CONSULTING

- |  |       |            |
|--|-------|------------|
| 13. help teachers in relating and applying classwork to vocational planning. | _____ | _____ (45) |
|--|-------|------------|

(Continued on next page.)

# JOB INVENTORY

## Secondary Vocational-Technical Counselor and/or Guidance Personnel Competency List

Page 2 of 6

The task (competency) you perform now (✓)

In the "Time Spent" column, rate only those competencies you have checked (✓) in your present assignment.

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2. Do not rate any competencies until you have checked (✓) each competency that you perform.
3. Use numbers "1" through "7" to indicate the amount of time you spent on each competency which you have checked. (✓)

NOTE: If any task you perform is not listed, write it on the blank page at the end of the booklet.

Check

Estimated time spent on competencies in your assignment this year.

✓

IF

DONE

NOW

1. Very much below average
2. Below average
3. Slightly below average
4. Average
5. Slightly above average
6. Above average
7. Very much above average

### STAFF CONSULTING (Continued)

- |   |       |            |
|---|-------|------------|
| 14. aid in developing a curriculum which will result in every student having a salable skill.   | _____ | _____ (46) |
| 15. understand the role of each staff member and the problems inherent in that particular role. | _____ | _____ (47) |
| 16. help teachers understand the relationships between appraisal and instruction.               | _____ | _____ (48) |
| 17. serve on and make a contribution to a "Plan A" team.  | _____ | _____ (49) |

### REFERRAL WORK

- |   |       |            |
|---|-------|------------|
| 18. recognize emotional problems which require attention and referral to other sources. | _____ | _____ (50) |
| 19. become familiar with agencies available as referral agencies.                       | _____ | _____ (51) |
| 20. become familiar with local school policy and referral agency policies.              | _____ | _____ (52) |
| 21. determine potential resources within the community.                                 | _____ | _____ (53) |

### COUNSELING

- |  |       |            |
|--|-------|------------|
| 22. demonstrate skill in a variety of ways to establish rapport with students including the recognition of unspoken problems, empathetic listening, neutrality, and the establishment of an "open door" policy in counseling sessions. | _____ | _____ (54) |
| 23. become non-judgmental when faced with ideas differing from his own.  | _____ | _____ (55) |

(Continued on next page.)

76

COUNSELING (Continued)

- |  |       |       |      |
|--|-------|-------|------|
| 24. apply his own knowledge of career development theory in counseling students.             | _____ | _____ | (56) |
| 25. demonstrate knowledge of the cultural and ethnic groups served by his individual school. | _____ | _____ | (57) |

PUBLIC RELATIONS

- |   |       |       |      |
|---|-------|-------|------|
| 26. interpret the guidance program to faculty, students, and parents and to act as liaison between these groups.  | _____ | _____ | (58) |
| 27. inform students, parents, and the community of the range of guidance services available.                      | _____ | _____ | (59) |
| 28. communicate effectively with every segment of the population which he serves.                                 | _____ | _____ | (60) |
| 29. develop a community attitude toward the school as a provider of skilled high school graduates.                | _____ | _____ | (61) |
| 30. plan and evaluate a systematic network of written communication explaining and publicizing guidance services. | _____ | _____ | (62) |
| 31. make himself available to all members of the various publics.   | _____ | _____ | (63) |

PLACEMENT

- |  |       |       |      |
|--|-------|-------|------|
| 32. use his knowledge of student needs, faculty, staff, and parents to make appropriate placement of students.                 | _____ | _____ | (64) |
| 33. communicate to students effective techniques for finding a job.  | _____ | _____ | (65) |
| 34. assist students in evaluating their own job qualifications.  | _____ | _____ | (66) |
| 35. convey to students those job candidate qualifications considered most important by employers.                              | _____ | _____ | (67) |
| 36. establish working relationships with business and industry.  | _____ | _____ | (68) |
| 37. become familiar with the curriculum and be able to make course selections on the basis of student attitudes and aptitudes. | _____ | _____ | (69) |
| 38. place transfer students, at all levels of education, for a positive educational experience.                                | _____ | _____ | (70) |
| 39. develop a basic knowledge of the factors which business and industry employers consider important job candidates.          | _____ | _____ | (71) |
| 40. be aware of specialized training opportunities for handicapped students.   | _____ | _____ | (72) |
| 41. follow-up all educational and occupational placement and to use the results in planning future placement activities.       | _____ | _____ | (73) |

(Continued on next page.)

# JOB INVENTORY

Secondary Vocational-Technical Counselor and/or Guidance Personnel  
Competency List

Page 4 of 6

The task (competency) you perform now (✓)

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NOTE: If any task you perform is not listed, write it on the blank page at the end of the booklet.

Check

Estimated time spent on competencies in your assignment this year.

✓

IF

DONE

NOW

1. Very much below average
2. Below average
3. Slightly below average
4. Average
5. Slightly above average
6. Above average
7. Very much above average

## PLACEMENT (Continued)

- |  |       |   |
|--|-------|---|
| 42. acquaint prospective employers with the types of students available for employment.  | _____ | _____ (74)  |
| 43. establish a good working relationship with college admissions officers.  | _____ | _____ (75)  |
| 44. plan, organize, implement, and evaluate a program for aiding students to learn job acquisition skills.   | _____ | _____ (76)  |
| 45. implement a program for training students in job acquisition skills.   | _____ | _____ (77)  |
| 46. conduct surveys of local business or industrial concerns to determine job openings.  | _____ | _____ (78)  |
| 47. formulate and implement educational programs to inform all students concerned about the job placement program.   | _____ | _____ (79)  |
| 48. provide placement counseling and related services for students.  | _____ | <div style="border: 1px solid black; padding: 2px;">1</div> (80)<br>_____ (6) |
| 49. assist students in making preparations for pre-employment activities such as interviews, completing application blanks, resumes, and other related activities. | _____ | _____ (7)   |
| 50. follow-up of student referrals to employers.   | _____ | _____ (8)   |
| 51. identify and conduct an interview with potential school dropouts for placement purposes.   | _____ | _____ (9)   |
| 52. develop procedures for evaluation of the placement service.  | _____ | _____ (10)  |

## PLANNING AND DEVELOPMENT OF THE GUIDANCE PROGRAM

- |  |       |            |
|--|-------|------------|
| 53. understand the schools' goals and program.   | _____ | _____ (11) |
| 54. communicate the guidance program to the administration to insure its implementation. | _____ | _____ (12) |

(Continued on next page.)

PLANNING AND DEVELOPMENT OF THE GUIDANCE PROGRAM (Continued)

- |   |       |       |      |
|---|-------|-------|------|
| 55. determine guidance priorities based on identified needs.  | _____ | _____ | (13) |
| 56. develop a systematic procedure for joint counseling of parents and students with regard to educational and occupational placement.  | _____ | _____ | (14) |
| 57. establish an evaluation system whereby students can make an accurate self-evaluation of their own capabilities.                     | _____ | _____ | (15) |
| 58. set up and implement training programs for students in problem solving, establishing value systems, and decision making techniques. | _____ | _____ | (16) |
| 59. design a system for the efficient retrieval of appraisal data.  | _____ | _____ | (17) |
| 60. appoint, organize, and coordinate an advisory committee to make the guidance program more relevant to the needs of the community.   | _____ | _____ | (18) |

EDUCATIONAL AND OCCUPATIONAL PLANNING

- |   |       |       |      |
|---|-------|-------|------|
| 61. become familiar with vocational programs available to students.   | _____ | _____ | (19) |
| 62. become familiar with individual school and state requirements for graduation.   | _____ | _____ | (20) |
| 63. help teachers and students relate course work to future life planning, including more orientation toward career planning. | _____ | _____ | (21) |
| 64. interpret occupational trend data in ways which will make it have personal, meaningful value for parents and students.    | _____ | _____ | (22) |
| 65. understand the relationship between career planning and curriculum planning.  | _____ | _____ | (23) |
| 66. become familiar with federal programs such as Manpower Development and National Youth Corps, available to young people.   | _____ | _____ | (24) |
| 67. assume a leadership role in planning integrated career education activities for the school instructional program.         | _____ | _____ | (25) |
| 68. develop a library of resources for career training.   | _____ | _____ | (26) |
| 69. compile an information file on the specific requirements of a variety of colleges in specific areas of study.             | _____ | _____ | (27) |

COUNSELOR AS A PERSON

- |   |       |       |      |
|---|-------|-------|------|
| 70. demonstrate a capacity for stable behavior even under very stressful conditions.                                    | _____ | _____ | (28) |
| 71. identify a list of professionals to whom he may go for counseling and guidance regarding his own personal problems. | _____ | _____ | (29) |
| 72. become involved in all school activities.   | _____ | _____ | (30) |

(Continued on next page.)

Secondary Vocational-Technical Counselor and/or Guidance Personnel  
Competency List

Page 6 of 6

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NOTE: If any task you perform is not listed, write it on  
the blank page at the end of the booklet.

Check

Estimated time spent  
on competencies in  
your assignment this  
year.

✓

IF

DONE

NOW

1. Very much below average
2. Below average
3. Slightly below average
4. Average
5. Slightly above average
6. Above average
7. Very much above average

PARENT HELP

- |   |       |            |
|---|-------|------------|
| 73. interpret student needs and strengths to parents in an understandable way.                                      | _____ | _____ (31) |
| 74. communicate with parents of various cultural backgrounds.   | _____ | _____ (32) |
| 75. counsel with parents about students interests and skills, and if necessary, to redirect tactfully parent goals. | _____ | _____ (33) |

LOCAL RESEARCH

- |  |       |            |
|--|-------|------------|
| 76. accept the concept of accountability within the guidance program.  | _____ | _____ (34) |
| 77. plan and conduct a needs assessment.   | _____ | _____ (35) |
| 78. design and implement a follow-up evaluation system for students at periodic intervals after graduation with input from parents and students. | _____ | _____ (36) |
| 79. use surveys and research conducted by other agencies in the development of a survey of demographic characteristics.                          | _____ | _____ (37) |
| 80. demonstrate a knowledge of and ability to apply a variety of research designs.   | _____ | _____ (38) |

(The end.)

2

(80)